

Twyford Tots Nursery

Inspection report for early years provision

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Inspector Juliette Jennings

Setting address Twyford House,, Belle Vue Road, Shrewsbury, Shropshire,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Twyford Tots Nursery is situated in a large Victorian house in a residential area in Shrewsbury, Shropshire. The nursery serves Shrewsbury and the surrounding area. Children are cared for within three units: the baby unit, toddler unit and pre-school unit. All children have access to designated outdoor play areas which are secure. Access to the ground floor of the nursery building is on one level, whilst there are stairs leading up to the first floor baby unit.

The nursery is registered to provide care for 97 children in the early years age group only, and there are currently 157 children on roll. Children can access a variety of sessions. There are appropriate procedures in place to support children who have learning difficulties and/or disabilities or who speak English as an additional language. The nursery is open Monday to Friday from 08:00 until 18:00.

There are 28 members of staff working with the children, of whom 26 hold suitable childcare qualifications. The registered person, the person in charge and the deputy are all supernumerary. Staff access regular training on early years issues and receive support from the local authority.

Overall effectiveness of the early years provision

Twyford Tots Nursery provides a safe, very secure and interesting environment for all children. Detailed and well-thought out policies and procedures are clear, understood by staff and therefore work very effectively in practice. The open-plan provision is very effective in supporting free flow play and child-initiated opportunities. Safety and security is very strong and ensures children can fully enjoy the exciting and age-appropriate opportunities on offer to them in their base areas. Systems support an inclusive atmosphere and ensure that the needs of all children are fully met. The process for self evaluation and continuous provision is very good and the systems are effective in ensuring that ongoing issues are addressed and that the setting can continue to improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consolidate the systems for ongoing observation and assessment, so that children can continue to make progress towards the early learning goals
- develop further the knowledge and skills of all staff in offering encouragement, clarifying ideas and asking open questions to fully support and extend children's thinking in child-initiated opportunities.

The leadership and management of the early years provision

The leadership and management of the setting is very strong and there is a good overview of how the nursery best operates for children. Children benefit from a consistent staff group who have gone through robust recruitment and induction processes. In addition, the nursery is proactive in supporting staff to access ongoing training in order to continually seek to improve the provision for children. For example, staff have recently accessed training and support in order to develop the planning and assessment systems to accommodate fully the Early Years Foundation Stage (EYFS) and are currently developing this system to support all children's learning more fully.

The arrangements for self-evaluation are effective in identifying strengths and weaknesses and are used together with findings from any other quality checks to devise actions that lead to improvement. This has been particularly evident in the provision for free flow play and for the safety and security of children within the setting.

There is a strong and effective partnership with parents and others and this allows a consistent care approach for all children. Partnerships with parents and others is supported through a strong management team, good communication facilities, well-maintained documentation and an effective key person system. Systems are well established and there is a good two-way flow of information, knowledge and expertise between all involved with children's learning, development and welfare.

There are effective processes in place for ensuring that children are safeguarded very well. All staff have attended at least basic training in safeguarding issues and most have accessed higher level training. This means that all staff have a solid knowledge and understanding of what to do if they have concerns about any of the children, and the strong management structure ensures that any issues can be highlighted and dealt with promptly. The clear, detailed and extensive policies and procedures for safeguarding further support this knowledge and understanding.

The quality and standards of the early years provision

Children enjoy healthy, balanced meals and snacks, with the nursery having gained recognised awards for ensuring that children's food is nutritious, prepared from fresh produce and appetising. Parents of babies are supported to continue with their chosen methods of feeding and the nursery has been proactive in providing comfortable areas to accommodate those who wish to breastfeed. Older children are able to access drinks as and when they wish as they each have individual cups or water bottles within easy reach at all times. In addition, milk or water is offered at snack times, which children thoroughly enjoy as a social activity. The provision for outdoor activity, fresh air and light is very good and children thoroughly enjoy and relish their time in this space. They watch the parachute blow around in the wind, watch the rabbit hop around the garden and gather the crunchy autumn leaves together in large piles.

The provision for children's security and safety is outstanding. The staff and management team work very hard to ensure that the environment is safe on a daily basis, completing risk assessments and daily safety checks thoroughly and regularly. Adults demonstrate a high level of commitment to promoting children's safety. Children are enabled to access a very safe environment, within a routine which fully supports free flow, indoor and outdoor learning because staff supervision is strong at all times. The security system at the main entrance has been very well thought out and developed over a period of time, and this, combined with a password system and closed circuit television means that children are secure within the space. In addition, children learn about being safe when they go out on walks in the locality and talk about road safety and when they practise the fire evacuation with staff support.

The provision for open-plan, free flow learning and child-initiated experiences works very well for children and staff. Children are able to explore, investigate and extend their learning within a well-organised, smoothly operated system which supports them very well in their learning and development. Younger children enjoy exploring sensory resources, developing role play and investigating the dressing up clothes, discover items in treasure baskets, experiment with items which make unusual noises or look different and spend time engaged in circle games such as 'ring-o-ring-roses'.

Babies are supported well by their allocated key person to move freely around the open-plan baby rooms, with a favourite area being the ball pit. Staff provide resources to explore and discover within treasure baskets and babies enjoy looking at laminated photographs of familiar images. In addition, they can experiment with paints, foam and other creative resources as well as enjoying quieter times cuddling up to staff. Older children retell stories, use puppets in stories and role play, develop computer skills and make complex models with construction. Staff are good at encouraging children to access favourite activities within the routine of the day. They are beginning to use planning and assessment much more effectively to support children's free play choices and activities that they like. However, staff do not always make best use of the opportunities to question and extend children's learning in free flow play.

All children are supported to become independent and make choices about what they wish to do through good organisation of the play and learning environment. In addition, staff are skilful in recognising children's efforts and are good at praising these. Children's own work is valued and displayed, although not always in an interesting and relevant way and this was recognised as an area for improvement through discussion. Children learn about the world around them through access to resources and images that promote diversity as well as themed activities. In addition, they become aware of the community around the nursery when they go for walks in the locality. Systems to support an inclusive environment are in place and the nursery team accommodates all children's needs well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.